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ABSTRACT

The need to continue or renew the Teacher Certificate Program at Barber-Scotia College was examined. Data are presented on student enrollments in the education programs during 1977-1980 by subject area and sophomore, junior, and senior classification. Although student enrollment declines were found in education programs at the college, an evaluation of 1977, 1979, and 1981 graduates appeared to indicate that the education program provided more career opportunities than other major courses at the college. According to the Education Division Head, the only major reason affecting student attrition was a requirement that a grade point average of 2.50 be maintained. Other possible reasons for poor performance of education majors may include undertaking too many credit hours in a semester and not enough flexibility in the required core courses. Based on the findings, it is recommended that education programs at the college be continued and a support program for education majors be established, including tutoring and remedial classes. It is noted that some southern colleges and universities are attempting to limit the enrollments in teacher education programs in response to a reported national surplus of teachers. It is proposed that such a limitation at a predominantly black college like Barber-Scotia may be unwise, and that the 1980 enrollment of 31 education students needs to be increased to the 1977 level of 74 students. In the attempt to increase student enrollments, the college's standards should be preserved. (SW)

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BARBER-SCOTIA COLLEGE

NEEDS ASSESSMENT OF EDUCATION PROGRAM

A. Olagunju, Director
Institutional Research

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NORTH CAROLINA CENTRAL UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA

ABSTRACT

This document describes the results of research efforts in the needs assessment of an education program in a college. Newspapers, magazines, professional journals, and government reports have attested to the grossly oversupply of teachers in the United States. There is a decline in job markets for teachers as the enrollment in public schools continues to drop drastically with the city, state, and federal budget cuts. It is apparent that colleges and universities need to examine their education programs and evaluate where they stand. This report outlines a methodology for assessing the teacher education programs by presenting a teacher education program in a college as a case study.

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SECTION I

INTRODUCTION

1.1 Motivation

When student enrollments in a major academic program (for which an institution has gained reputation over a period of time) begins to decline significantly, there is a need to identify the factors affecting the attrition of students from the major department administering such academic program. The subject of debate on whether or not to continue or renew such academic program is a sensitive issue to Educational Administrators. This calls for a thorough investigation of the factors affecting the decline in student enrollments and an examination of the benefits of such academic program to the students, the college, and the community.

Barber-Scotia College offers Bachelor degree programs in the areas of Early Childhood (Elementary) Education, Intermediate Education, Biology, Sociology, and Business Education. A recent survey in the present project reveals the following observations:

1. A continuous decrease in student enrollment in Education Programs over a five-year period (1977-1981);
2. 96 percent of all students who obtained a degree in Education from Barber-Scotia College between 1977-1981 have once been employed or attended graduate schools.

The later observation suggests a good quality in the Education degree program at Barber-Scotia. However, the past and present job market for graduate students in Education as reflected in the current student enrollments in most public schools across the nation leave some degree of doubt

on the need to continue or renew the Education Program at Barber-Scotia College. This vital issue is addressed in details in this report. First, we consider the problems confronting the teachers in North and South Carolina.

1.2 Problem Statement

Newspapers, magazines, and professional education journals inform us that the United States is well endowed with prospective teachers. Government publications have also attested to the grossly oversupply of teachers in several teaching fields. In a recent publication, Lisa Hammershy,[1], presented the results of a survey of job markets for teachers in North and South Carolina. The results of her survey showed the following:

1. There are 814 fewer state-allocated teaching positions in North Carolina, down from 43,482 teachers last year;
2. There are about 37,500 state-allocated teaching positions in South Carolina this year;
3. Between August, 1980 and September, 1981, 2.300 qualified teachers applied for jobs with Charlotte-Mecklenburg schools, but only 60 new teachers were hired;
4. 3,000 applicants vied for two teaching positions in Wake County.
5. Ashe County (with 4,187 students) was "loaded with applications",[1], but hired only 10 new teachers.
6. Greenville, South Carolina recruited 250 new teachers, a figure which is 100 less than that of last year.

The aim of this research is to examine the need to continue or renew the Teacher Certificate Program at Barber-Scotia College based on the fact that there are many qualified teachers, but there are very few positions to offer. We will now discuss the basic factors affecting teacher employment.

1.3 Factors Affecting Teacher Employment

Lamberti, Winter, and Stefanich, [2], recognized a steady decline in enrollments in public schools over a ten-year period. The decline in enrollments is attributed to the lack of curriculum resource centers or central libraries. From Hammershy's report, [1], the factors affecting teacher employment are the following:

(a) Federal budget cuts and dwindling student enrollments

(b) Tight county and city budgets

(c) Diminishing birth rates giving rise to reduced student enrollments in public schools

1.4 Overview of Report

The primary aim of this report is to discuss the need to continue or renew the Education Certificate Program at Barber-Scotia College based on the student enrollments in the Education Program at the College, student enrollments in public schools, course offerings in Education Program at the College, and the job market for teachers graduating from Barber-Scotia College.

Section 2 of this report discusses the approach to this project. In Section 3, we present and evaluate the results of our investigations. Finally, in Section 4, we outline the recommendations from our results and assign specific duties to Educational Administrators.

SECTION 2

APPROACH TO RESEARCH

This section outlines the basic steps involved in the needs assessment evaluation of the Teacher Certificate Program at Barber-Scotia College. In other words, this section introduces the basic questions considered necessary for evaluating the Teacher Certificate Program and explains how information relevant to each question was obtained.

2.1 Student Enrollments

The first and the most important step in an evaluation process of the Teacher Certificate Program is the collection of student enrollment records over a period of time. Student enrollment records allow an objective examination of the attrition of students in a major department. Comprehensive student enrollment data allows us to respond to questions such as,

(a) Which specific areas of the Education Program are students interested in?

(b) Which areas of the Education Program are students "shying" away from?

(c) Which areas of the Education Program show more significant decline in student enrollments?

In order to obtain solutions to the questions above, a comprehensive student enrollments data was extracted from the Enrollment Statistics reports, [3], compiled by the Office of Admissions and Records. The students' graduation data as reported by Julian Pyles, [4], served as a source reference for the breakdown of the Education Program into the areas of concentration (major).

2.2 Faculty Strength

An examination of a possible relationship between the faculty strength and student enrollments is of paramount importance in the study

of retention rate. Faculty strength information allows us to answer the following questions:

(a) Is the fluctuation in student enrollments an attribute of the faculty strength?

(b) Is the extermination of specific areas of the Education Program a factor of faculty strength?

The faculty strength information was obtained from Julian Pyles' report, [4].

2.3 Job Market

The problem of job markets for teachers has come to stay with us as the federal budget cuts continues to have greater impacts on enrollments in public schools. A survey of the job markets for teachers and the collection of Barber-Scotia graduates' career information allow us to examine the following questions:

(a) What new and innovative Education Programs should be developed in order to make education programs more beneficial to our students and the community?

(b) Relatively compared to other course offerings at the College, does the Education Program provide job and graduate studies opportunities for students thereby promoting the name of the College?

The job market information for teachers was obtained from the current publications by Hammersly, [1] , and Stefanich, [2] . The Barber-Scotia graduate students' career information was obtained from the Office of Counseling and Placement at the College.

In Section 3, we will discuss (in more details) each of the questions outlined in this section.

SECTION 3

RESULTS AND EVALUATION

This section presents the various information collected in the process of evaluating the Education Programs at Barber-Scotia College. Each related set of data is interpreted in terms of language use.

3.1 Student Enrollment Records

Table 3.1a presents the student enrollment information by major areas and classification over a four year period (1977-1980). The information content in Table 3.1b is the summary of student enrollments by classification for the four year period. The arrows (-→) in each of these tables indicate the flow of a decrease or an increase in student enrollments in the Education Programs. The values of the attributes Sophomore, Junior, and Senior allows us to observe the nature of the decline in student enrollments. For example, in 1977, 10 students enrolled for Intermediate Education Program as sophomores, but in 1978 only 6 students were enrolled as juniors, and only 2 students graduated in 1979. In an ideal situation, all 10 students who enrolled for Intermediate Education in 1977 would have graduated in 1979.

In order to identify the major areas of the Education Program in which there is a significant decline in student enrollments, we introduce the parameter, Rate of Change in Enrollments (RCE) defined as follows,

$$RCE = \frac{EMSO-EMSE}{EMSO}$$

EMSO represents the value of students enrolled in sophomore year, and ESME is the number of students enrolled at senior year. Clearly, the smaller the value of RCE, the better the enrollment in the major area. A value zero for RCE indicates a perfect student enrollment in which there is no

EDUCATION STUDENTS BY AREAS AND CLASSIFICATION

Fall 1977-1980

	INTER. EDUC.			ECE			BUSINESS EDUC.			BIO. EDUC.			SOC. EDUC.			TOTAL
Year	Sop.	Jun.	Sen.	Sop.	Jun.	Sen.	Sop.	Jun.	Sen.	Sop.	Jun.	Sen.	Sop.	Jun.	Sen.	
1977	10	5	2	12	10	18	5	3	4	1	1	1	-	1	1	74
1978	7	6	5	18	3	5	3	2	1	-	-	2*	-	-	1	52
1979	4	2	2	12	8	5*	1	2	1	-	-	-	-	-	-	41
1980	16	8*	5*	-	-	5	-	1	1	-	-	-	-	-	-	31

TABLE 3.1a

* An increase in the previous year's enrollments caused by one or more of the following reasons;

(i) Transferred students from other colleges joining the Education Program

(ii) Students in other major areas of Education transferring to this program.

EDUCATION STUDENTS BY CLASSIFICATION

YEAR	SOPHOMORE	JUNIOR	SENIOR	TOTAL
1977	28	20	26	74
1978	28	11	13	52
1979	21	12	8	41
1980	16	9	6	31

TABLE 3.1b

decline in enrollments between the sophomore year and the senior year. For illustrations, Table 3.1c shows the steady rate in enrollment decline for students enrolled as sophomores in the years 1977 and 1978. Enrollments in Early Childhood Education was better in 1977 than enrollments in other areas of Education Programs in that year. Unfortunately, the same Early Childhood Education received the worst enrollments in 1978 (indicaby RCE = 1.00).

RCE VALUES BY AREAS

ENROLLMENT PERIOD	INTER. EDUC.	ECE	BUSINESS EDUC.	BIO. EDUC.	SOC. EDUC.
1977-1979	0.80	0.58	0.80	1.00	-
1978-1979	0.29	1.00	0.67	-	-

TABLE 3.1c

The calculated RCE value for student enrollments in Education Programs between 1977 and 1979 is 0.714, and the RCE value increased to 0.790 in the 1978-79 enrollments. These values clearly show that there is a decline in student enrollments in Education Programs at Barber-Scotia College.

3.2 Faculty Strength

Table 3.2a represents the student enrollments, graduation data, and faculty strength information over a five-year period. Perhaps the decline in student enrollments in the Education Programs at the College is a function of the faculty strength in the Education Department.

Figures 3.2b shows the graph of the faculty strength against the student enrollments. This graph shows that there is no relationship between the faculty and the student enrollments. This observation suggests that there are other factors affecting the student enrollments in Education Programs. In reality however, we expect the student enrollments to increase as the faculty strength increases.

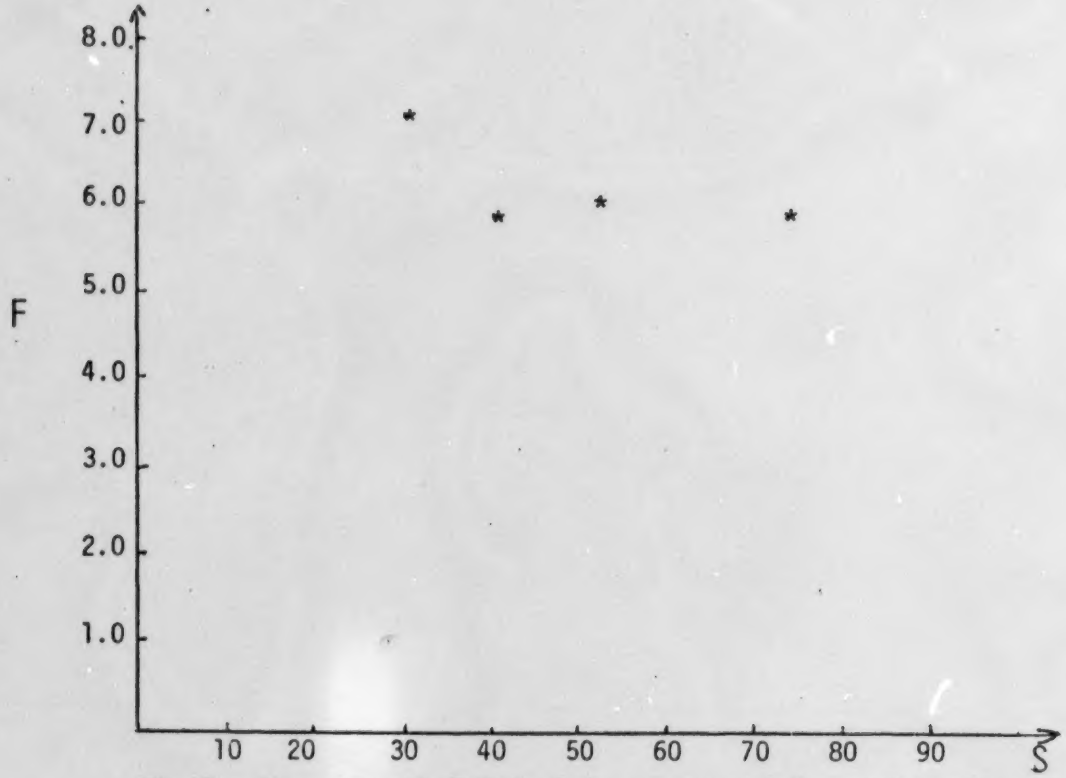
STUDENT - FACULTY INFORMATION BY ENROLLMENTS, GRADUATION AND FACULTY STRENGTH

Year	Enrollments	Graduation Data	Faculty Strength	
			No.	F.T.E
1976	*	30	9	5.85
1977	74	27	8	5.85
1978	52	24	7	6.05
1979	41	13	7	5.75
1980	31	8	8	7.00

*Record not available

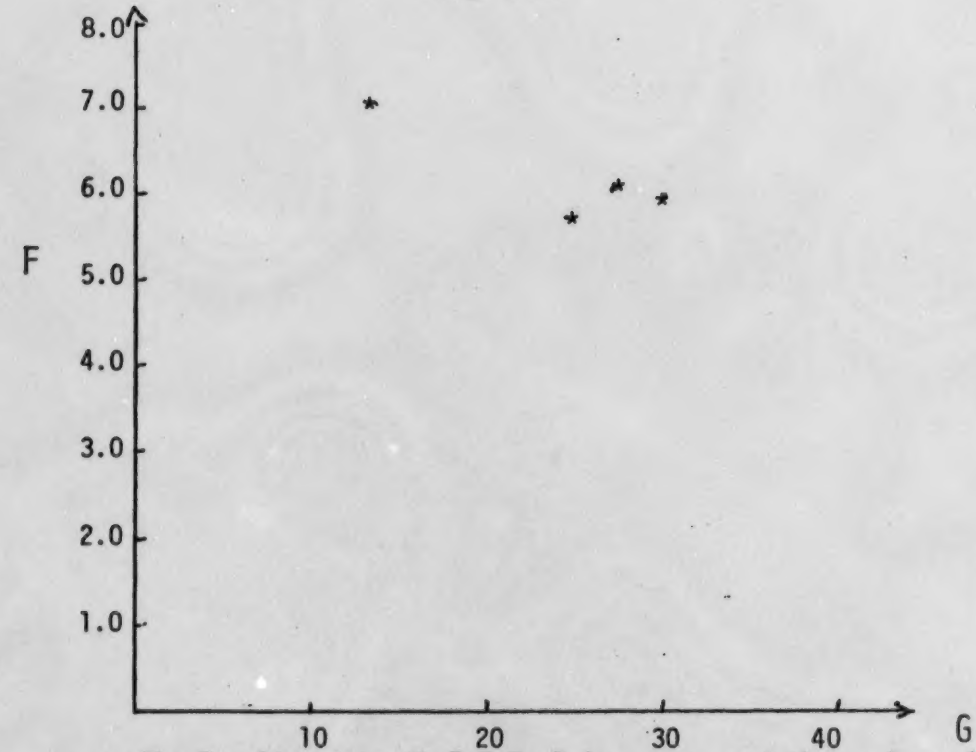
TABLE 3.2a

Another test was conducted to examine the relationship between the graduate students and the faculty strength. Figure 3.2c presents the results of the test. Again, no relationship is observed.



The Faculty strength F.T.E, F in a year and the number of student enrollments S for that year

Fig. 3.2c



The Faculty strength F.T.E, F in a year and the number of students G who graduated the following year

Fig. 3.2c

3.3 Career Opportunity

Table 3.3a contains the Education graduate students' career information. Every student who graduated in 1977, 1979, and 1981 has had an employment or further studies opportunity. There is some degree of doubt on the career information for those students who graduated in 1978 and 1980, since we do not know if all students responded to the graduate follow-up questionnaires.

The respective scores of 96.5% and 95.2% representing the career opportunities in the areas of Elementary and Intermediate Education and Secondary Education (between 1977-1981) show that Barber-Scotia Education graduates have excellent careers. These scores also show an almost equal significance (in terms of career opportunities) in the major areas of Education.

Table 3.3b relates the career opportunities in Education Programs to the career opportunities in other degree programs (such as Biology, History, Sociology) offered at Barber-Scotia College. An examination of the values in this table shows that there are more students who graduated in the Education Program than any other program administered by the College in the years 1977, 1978, and 1980.

The unavailability of the career information of all graduate students in one year makes it difficult to conduct an objective comparative analysis of the career opportunity between the Education Program and other major programs at the College. For this reason, we only seek an approximate evaluation of the career opportunities of the Education Program.

We define the Career Opportunity measure (CO) as follows:

$$CO = \frac{TSP-TSEG}{TSP} \times 100$$

TSP is the number of students who graduated in a program. TSEG is the number of students who graduated and are employed or attending graduate studies.

EDUCATION GRADUATES BY TOTAL GRADUATES,
MAJOR, AND CAREER INFORMATION
1977-1981

YEAR	TOTAL GRADUATES	ELEM. AND INT. EDUC.			SECONDARY EDUCATION		
		TOTAL STUD.	EMPL.	G. SCH.	TOTAL STUD.	EMPL.	G. SCH.
1977	27	20	20		7	7	
1978	24	17	17		7	6	
1979	13	10	10		3	3	
1980	8	7	4	1	1	1	
1981	7	4	4		3	2	1
Total	79	58	55	1	21	19	1

Table 3.3a

BARBER-SCOTIA GRADUATES BY AREAS AND CAREER INFORMATION

1977-1981

YEAR	BIOLOGY			EDUCATION			HISTORY			SOCIOLOGY		
	Total Stud.	Empl.	G. Sch.	Total Stud.	Empl.	G. Sch.	Total Stud.	Empl.	G. Sch.	Total Stud.	Empl.	G. Sch.
1977	15	-	-	27	27	-	2	2	-	11	11	-
1978	10	10	-	24	23	-	-	-	-	5	5	-
1979	4	3	-	13	13	-	4	4	-	15	8	-
1980	-	-	-	8	5	1	2	2	-	6	4	1
1981	1	-	1	7	6	1	1	-	1	10*	5*	1*

*Figure includes Political Science Graduates

Table 3.3b

We recognize the Education Program as being more prospective (in terms of career opportunity) than a competitive program (in one year) if the Education Program has a value of CO which is greater than that of the competitive program. If the Education program has a value of CO which is equal to that of the competitive program, no judgement can be made. A similar definition holds that a competitive program is recognized as being more prospective than the Education Program.

According to the above criteria, the Education Program was found to be more prospective than Biology and Sociology in 1977, Biology and Sociology in 1981. Biology and Sociology were found to be more lucrative than Education in 1978, and History and Sociology were more prospective than Education in 1980.

The overall assessment of the prospects (in terms of career opportunity) of a major program is determined by the parameter Long-range Career Opportunity (LCO) defined as follows:

$$LCO = \frac{1}{N} \sum_{y=1}^{N} CO_y$$

Where CO is the calculated value of the career opportunity for the year y, N being the number of years.

Again we regard the Education Program as being more prospective than a competitive program over a period of time if the value of LCO for the Education Program is greater than that for the competitive program. No judgement can be made if the LCO value for Education Program is equal to the LCO value of the competitive program. A similar definition holds that a competitive program is more lucrative than the Education Program.

According to the latter measure, Education was found to be more lucrative than Sociology at Barber-Scotia College over a five-year period (1977-1981). The unavailability of adequate information makes it difficult for us to compare the prospects of Education to that of Biology and History over the five-year period. Note however, that the analysis of the prosperity of Ed-

ucation in the section does not consider the availability of jobs in public schools as a determinant factor.

3.4 Student Attrition

One of the most important steps in the needs assessment of the Teacher Education Program is the survey of students' opinions on their interest in the Education Programs. In the present study, this is not our major concern since the student enrollments at the sophomore year between 1977-1980 appears fairly reasonable. Unfortunately, the number of students graduating each year has been discouraging. This observation suggests that there are some basic factors leading to the attrition of students in Education Programs.

According to the Chairman of the Education Division at Barber-Scotia College, the only major reason affecting the attrition of students is the GPA of 2.50 which an Education student must maintain during the course of studies. The Chairman of the Education Division further identified the following reasons as possible explanations for the poor performance of Education students:

(1) Too many credit hours (workload) on students in a semester.

(2) Poor performance in other courses from other departments reflecting on a Student's good performance in Education courses.

(3) The required core courses are not flexible enough.

The required GPA of 2.50 is reasonable enough to assure us that Education graduates will pass the Teacher Cerficate Examination at first sitting. However, there is an immediate need to introduce a tutorial service in the Education Programs.

In section 4, we will consider the usefulness of a tutorial or supportive service in reducing students' attrition rate.

SECTION 4

RECOMMENDATIONS AND CONCLUSION

4.1 Assessments

The current publications agitating for a curtail in Teacher Education assumes that a few teachers are needed since the enrollments in public schools continues to drop. Already, some colleges and universities in the South are attempting to limit the enrollments in their Teacher Education Program in response to the reported national surplus of teachers.

I submit that "this may not be wise" in a predominantly Black College. There is an obvious need for continued preparation of teachers at a higher level at Barber-Scotia College. The 1980 enrollment of 31 students needs to be upgraded to the 1977 level of 74 students. In the attempt to bring up the student enrollments however, Administrators must be wary of making changes that will leave the College's standards. Guidelines of the various accrediting associations are one performance measure.

The 1978 Department of Health, Education, and Welfare Statistical Report to Congress, "The Condition of Education", showed that, in a survey of 507 school districts, school began in the fall of 1977 with 9,200 unfilled positions. The graduate follow-up survey records showed that 96 percent of all students who graduated in Education Degree Programs at Barber-Scotia College (since 1977) have once been employed or attended graduate schools. Rush, [5] , has identified the annual turnover rate in the teaching profession to be running at about 8% for the next few years, the projection is 6%. This fact alone indicates the need to continue training the best students we can recruit to fill these vanancies.

The current loss of student population in large urban and suburban areas has caused an increase in student enrollments in many rural districts. As industries continue to increase in rural areas, an influx of new residents will result. Many of these are of childbearing age. The advantage of child rearing in a rural or semi-rural setting will encourage many to settle in rural areas. This will contribute to the stability of school populations and the continued need for more teachers.

The recent federal legislation concerning the handicapped and vocational programs has created more and new innovative teaching programs both in the rural and semi-rural areas. Today, very many colleges and universities are offering student supportive programs to improve student retention rates and reduce the attrition rate. These programs require the skills of talented, well-trained teachers.

Teaching is not only a profession but an art. It is a bad service in most colleges and universities when very many instructors and professors, though qualified academically, cannot impart their knowledge into their students. I have heard many students crying at the end of each semester that they cannot say specifically what they have benefited from a course. This means that we need well-trained and experienced teachers at all levels of Education.

4.2. New Directions

Tanveer and Nawaz, [6] , both recognized the need to design a Teacher Education Program through experimentation and continuous evaluation. There is a need to develop innovative models of collaborative decision-making to enhance a meaningful dialogue among our teachers and public institutions. In particular, systematic modes of collaboration among agencies responsible for teacher education, certification, and employment should be integrated into our educational planning.

The Education faculty at Barber-Scotia College should develop a teacher corps project in consultation with principals, superintendents, public school teachers, and the State Department of Education. A year or two of preservice education should be integrated into our Education Program. During the preservice year, interns will spend most of their training period in the classroom. The net result would be a new orientation in our Teacher Education Program and a new method to assist students in seeking employment. The emphasis in the new plan should be on experimentation with alternative modes of teacher training that would bring prospective teachers nearer to classroom realities and involve teachers, educational administrators, public schools, and community leaders decision making.

The recent job market survey reported by Hammershy, [1] , showed the need for teachers in the areas of Technical Mathematics and Industrial arts jobs in public school. Already, a Bachelor degree program in Education with a concentration in Mathematics is being developed by the divisions of Education and Science. This new program should be encouraged and students should be alerted of the job opportunities in the Mathematics Education Program.

4.3 Pooling of Resources

Biology and Social Studies Education were exterminated from the Education Program at Barber-Scotia College after 1979, probably not because there are no students who are interested in these areas, but because of the lack of human resources. One individual faculty member may not always be talented enough to serve in all areas of Education Curriculum. In order to avoid imbalances in certain parts of the Education Curriculum (because of a sharp decline in enrollment), the best arrange-

ment might be to share teachers with other colleges and universities. With proper planning, teachers can be exchanged among institutions from one semester to the other. There is a need for a thorough understanding of where students and faculty shifts are going to occur. Retirements and resignations should not threaten the Education Program since advanced planning can strengthen the existing faculty.

4.4 Summary

Brittingham and Kelly, [1], have suggested a multi-disciplinary and a multi-professional approach to education programs. The idea is to present new programs based on course offerings in education which are not departures from the teacher education programs leading to certification.

The question before us now is: How will Black colleges of education determine their own destinies within the multi-purpose university system?

This research has assessed the needs for an Education Program at Barber-Scotia College. The student enrollment was found to be declining, not because of the lack of interest on the students' part, but probably because of the lack of a teacher supportive program to improve the student retention rate and help reduce the students' poor performances leading to attrition. The Education Program at the College was found to be more lucrative (in terms of career opportunities) than other major courses at the College. This observation signifies the good quality in the Education Program at the College.

In conclusion, this report submits that Education Programs at the College should be continued. In order to promote the name of the College through our Education Program, there is an urgent need to set up a teacher supportive program to assist students in learning by providing tutorial

lessons and remedial classes. In the past, Barber-Scotia College has been famous because of the Education Program. The Educational Administrators at the College are hereby challenged to encourage students in the Education Program and to develop new and innovative Education Programs.

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